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**BULLETIN**  
of the  
**Modern Language Association**  
of  
**Southern California.**

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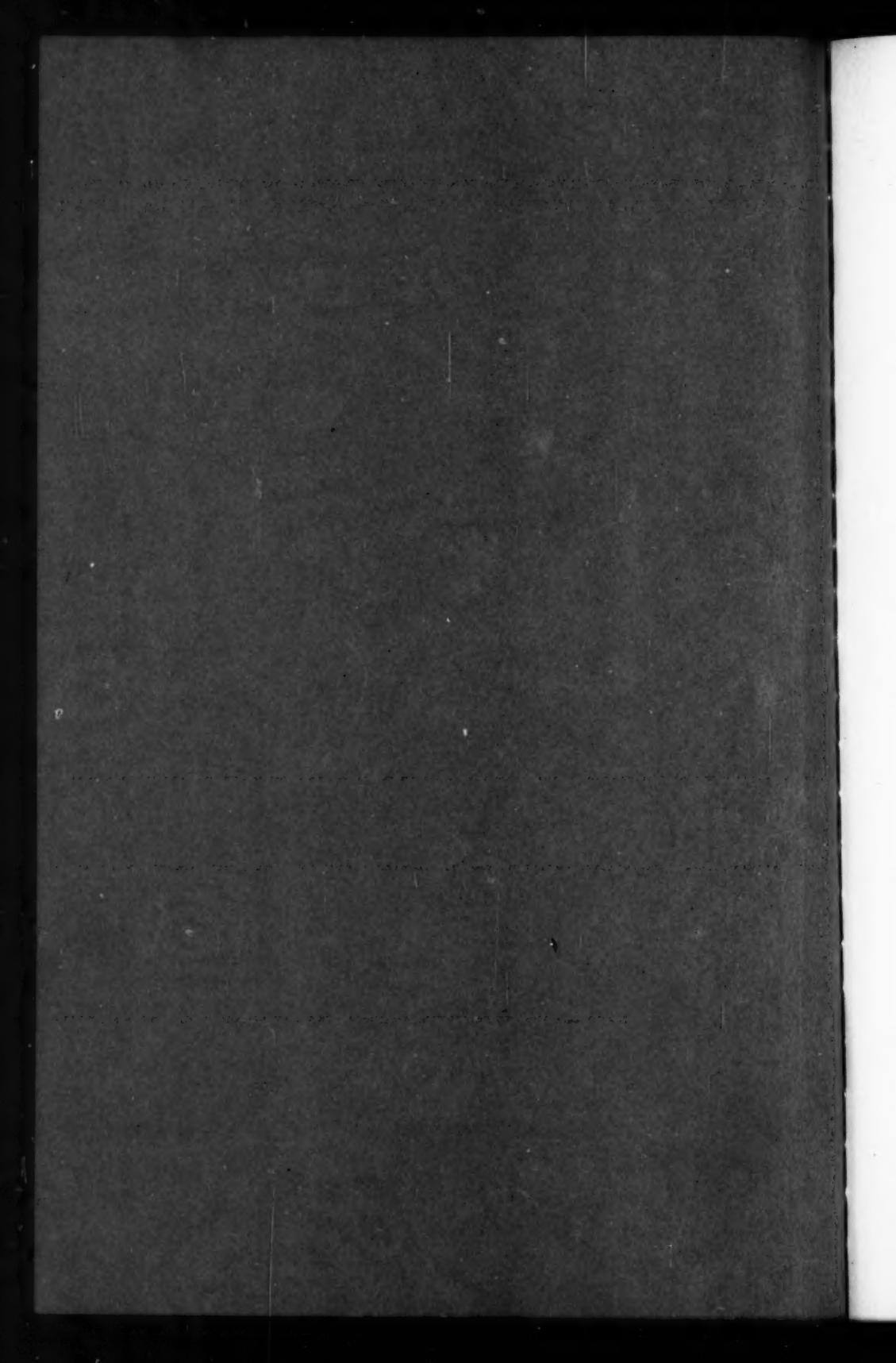
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**JUNE, 1915**

**V-1 - No 1**



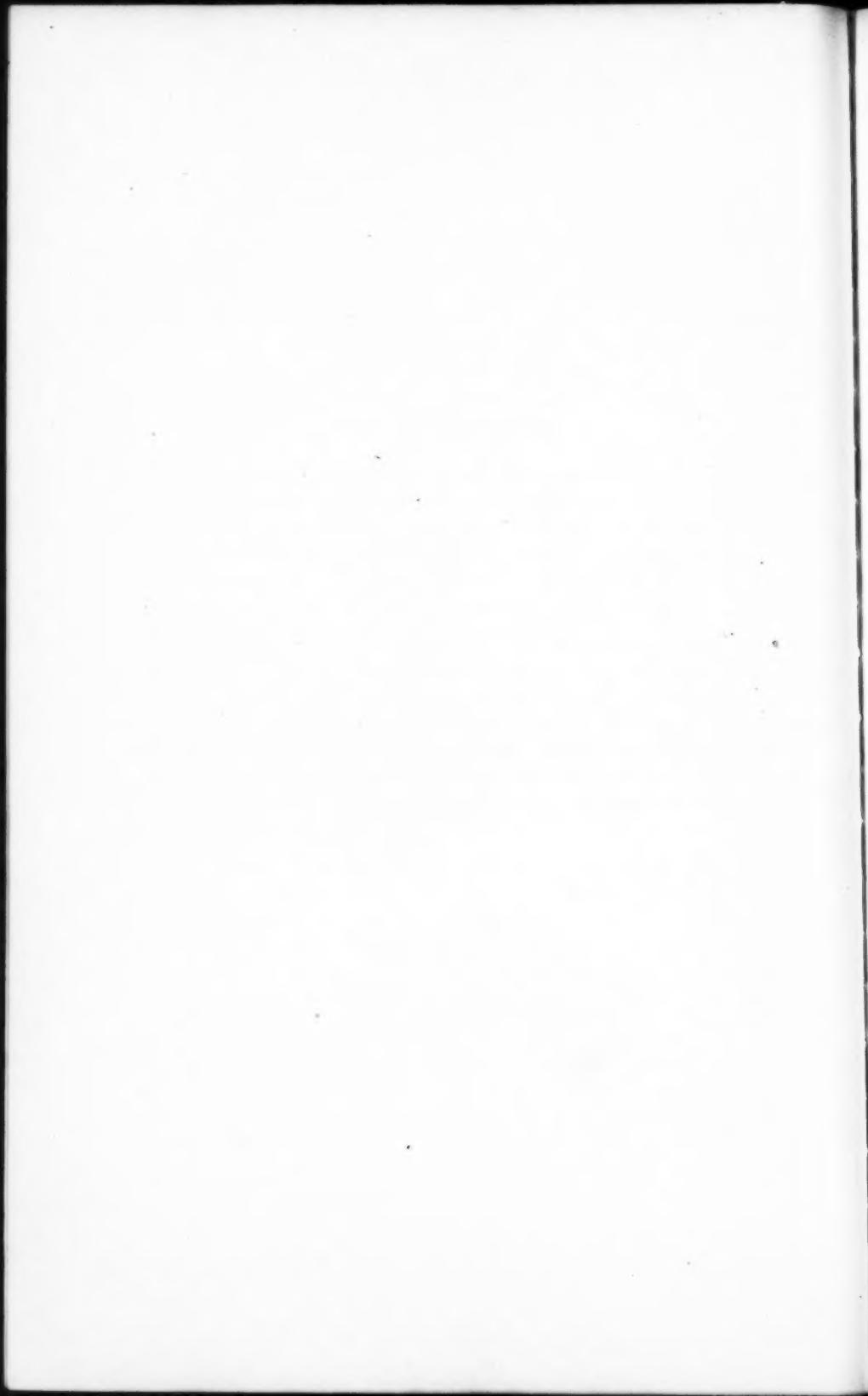
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## FOREWORD.

The Committee plans to offer one or two articles in a foreign language in each Bulletin. An article that promises to be of great interest to French teachers, has been promised by Prof. Le Braz of the University of Rennes, but the shortness of time prevented its appearing in this number. The Committee may also safely promise a Spanish article for the next Bulletin. Any suggestions in regard to these articles or other material for later numbers will be gladly received. We hope by securing the cooperation of all members to make these Bulletins both useful and inspiring. Our sincere thanks are due to those, who in spite of the stress of the last few weeks and the unfortunate necessity for haste, have nevertheless taken time to contribute to the present number.



## LOOKING AHEAD

What would it mean, if all teachers of Modern Languages in the public and private schools of Southern California should join together in one strong organization, the aim of which would be to further the interests of each teacher and indirectly of each pupil in our departments? If this organization should then set to work systematically and with earnestness of purpose to carry out its aim, undertaking work along practical lines, trying to present to the teachers the greatest opportunities for hearing, reading and seeing the best in connection with their work, could it not accomplish much for its members?

This is the ideal set up for our Association. We want it to be the liveliest, most enterprising, helpful organization of its kind in the country. To realize this ideal, the following are essential: (1) A feeling of goodfellowship among the members, a desire to become acquainted with others in our profession, in order that the meetings may become reunions of friends. (2) An extension of this cordiality to those who have not yet become members. We must make them feel that we need their cooperation and exchange of ideas. (3) A choice among the varied interests of the Association. Our first undertaking is the Bulletin. We can make this little journal the mouth-piece of some of the best writers and speakers of the day, many of whom we could not otherwise hear; but this demands cooperation from all of us. Then we are planning to increase our Library facilities by cooperation with the Public Library Boards; also to investigate the work of the Visual Education Association in its relation to Modern Language teaching. If you have suggestions for the Bulletin or other phases of the work of the Association communicate with the Education Committee. (4) A broadening of interest. Wouldn't it be fine to try to do something as an Association for some one else—to have Scholarship Funds and Loans for some of the students whose school course is broken because they need financial aid? Aren't there other ways in which we can be of service as an organization? Let us make this an Association to which we shall be proud to belong, one which shall demand much of us, because it is doing things which are worth while but one which shall bring us much inspiration, suggestion and new joy in our daily work.

IDA E. HAWES.

### The French Section

The French Section of the Modern Language Teachers Association of Southern California plans to promote the interest of teacher and student of French in two ways: first by keeping the teachers informed as to the opportunities to hear and to speak French and keep in touch with contemporary French thought; and secondly, to encourage the student by giving him an opportunity to display in public his progress in the French Language.

Many teachers are availing themselves of the excellent opportunity afforded by the city GROUPE of the ALLIANCE FRANCAISE, which meets on the third Thursday of each month in the Trinity Auditorium. An effort is now being made to increase the membership. Applications should be sent to the secretary, Dr. Hector Alliot, 910 Catalina Ave., to Mr. Martin De Shazo, secretary of the French section or to me.

I should like to mention in connection with this the monthly meeting of the CERCLE UNIVERSITAIRE of the ALLIANCE FRANCAISE, held at the University of Southern California on the first Thursday of the month at four o'clock. A regular feature of this program is an address by some well-known person of French birth. The GROUPE together with the CERCLE thus offers fortnightly programs in French.

The High Schools and Intermediate Schools are to be greatly commended in their efforts in presenting plays and other programs. The members of the French section are urged to take advantage of such opportunities as offered recently by Hollywood High School, when Professor Chinard of the University of Southern California delivered his able address on the FRENCH IN AMERICA.

The second object of the French section is, perhaps, the most important that of lending support to various teachers in their work. Among the ways in which this can be done is that of encouraging the French clubs and of urging the formation of new ones. A club, with its regular CAUSERIE and occasional public program has a remarkably vitalizing effect on both

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teacher and student. The section can render service by suggesting speakers and vocalists who will be willing to help in school programs. Those who have not indicated their intention of affiliating with the French section and who care to do so, will kindly send their names to the secretary, Mr. Martin De Shazo, Hollywood High School.

LAURENCE M. RIDDLE,  
President of the French Section.



#### THE GERMAN SECTION OF THE MODERN LANGUAGE ASSOCIATION OF SOUTHERN CALIFORNIA

In the fall of 1896 there was formed in San Francisco the "California Association of Teachers of German." The organizers were the professors and instructors of German of Berkeley and Stanford University and teachers of German in the High Schools of the Bay cities, under the leadership of Professor Julius Goebel of Stanford and Professor Albin Pritzker of Berkeley. They met in October, December and April of each academic year to discuss questions of interest for the promotion of German instruction in California. Within ten years two pamphlets were published laying out a rational course for the teaching of German in Secondary Schools.

At the December meeting of 1910 a resolution was passed urging a former member and offices, now in Los Angeles, to organize a branch of this Association for Southern California. This was done in April, 1911, and in the fall of the same year this Association of Teachers of German was extended into the more general "Modern Language Association of Southern California." The German section of this Association has creditably continued the work of the parent association of San Francisco. Papers read at the two German associations have been exchanged a number of times. At the next meeting of the association in Los Angeles, June 12, the question of affiliating with other language associations of the State that have recently been organized, will be discussed.

"In union there is strength." The efficiency of modern language instruction in this State has doubtless been wonderfully augmented largely as a result of the work and stimulating discussions at the meeting of these associations. VALENTIN BUEHNER.



### SECCION ESPANOLA DE LA ASOCIACION DE LENGUAS MODERNAS

Debido al engrandecimiento de la Asociación de Lenguas Modernas, tanto en numero como en importancia, parécmeme que cada sección tendrá que llevar á cabo un trabajo de importancia.

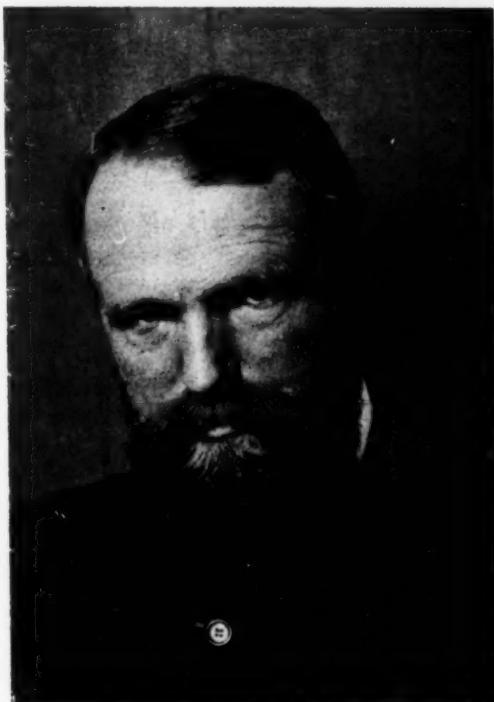
Hasta hoy la sección española, no ha tenido grandes reuniones, propriamente hablando; pero como la demanda de dicha lengua se hace cada dia más necesario, tanto en el mundo comercial como en el de las letras, la selección de literatura, revistas, así como de los libros de texto para el uso de las escuelas, se hace por consiguiente un factor necesario.

En consecuencia es el deseo y las aspiraciones de la sección española, la asistencia á las reuniones, de todos los profesores de español, interesados en el desarrollo y el futuro éxito de este idioma.

Este sección espera conseguir buenos oradores, y arreglar un programa verdaderamente interesante y divertido en discursos y musica.

El futuro prospecto de la reunión de maestros en San Diego, nos dará nuevo impetu é ideas, y volveremos con mayor numero de planes para el mayor engrandecimiento de esta Asociación.

ANA ALICIA LEMOS.



## Gustav Freyssen

### Gustav Freyssen.

Den Schriftsteller Gustav Freyssen lernte ich vor ungefähr zwölf Jahren erst durch seinen „Jörn Uhl“ kennen. Bald las ich seine „Drei Getreuen,“ „Die Sandgräfin“ und dann seine vier Bände Predigten, später „Hilligenlei,“ welches sein Glaubensbekenntnis enthält. Diese verursachte seinen Bruch mit der Staatskirche. Jetzt kannte ich den ganzen Menschen, Schriftsteller und Pastor, und immer mehr fesselte er mich. Jahrelang war es mein großer Wunsch, diesen hervorragenden Menschen — genannt „den Apostel der Arbeit“ — persönlich kennen zu lernen. Im Frühling 1913 sollte dieser Wunsch nun auch in Er-

füllung gehen. Schon im November hatte ich die Einladung, „Sie sind zu jeder Zeit willkommen.“ Im Februar kam der Vorfrühling und mit seinem ersten Sonnenschein trat ich die Reise von Berlin nach Hamburg an.

Von Hamburg aus ließ ich mich telegraphisch in Blankenese bei Trenssen anmelden. Vergebens wartete ich auf Antwort. Endlich fasste ich mir ein Herz und fuhr hin. Blankenese ist ein Villenvorort von Hamburg, unmittelbar am Wasser, an der Straße der großen Dampfer nach Nord- und Südamerika.

Auf einer Anhöhe mit Garten, der bis ans Ufer herunterläuft, liegt Trenssens Villa. Kaum hatte ich meine Visitenkarte abgegeben, als Herr Trenssen selbst erschien und mich herzlich willkommen hieß. Das Telegramm war nach meiner Berliner Adresse gewandert und so bekam ich es dann erst am folgenden Tage. Erst wurde ich in Trenssens Studierstube geführt, und zu meinem Erstaunen und Entzücken wurde ein gründliches Examen abgehalten. Herr Trenssen sprach sehr wenig und wenn er sprach, stellte er mir eine Frage; erst einige allgemeine — aber bald ging es in die amerikanische Politik über und hauptsächlich die auswärtige, die sich dann noch speziell auf Asien bezog. Auf jede Antwort meinerseits kam: „Worauf begründen Sie Ihre Meinung?“, „Hat man davon Beispiele in der Geschichte?“ Diese Prüfung dauerte eine gute halbe Stunde, dann hatte ich das freudige Bewußtsein: „Ich habe es bestanden.“

Nun kam die Einladung zu Tisch und Frau und Kind wurden vorgestellt. Sofort wurde der sehr wortkarge Gelehrte der gesprächige Wirt, der mir sehr viel vom Elterhause, vom Gymnasium und der Universität und der späteren Pfarre, wo er als Schriftsteller anfing und dann bald berühmt wurde, erzählte. In der frühesten Jugend waren seine Gedanken schon auf Amerika gerichtet. Sein Vater war Schreiner und hatte die großen Kisten für Amerikawanderer gemacht und ins Haus getragen und wenn sie mit der ganzen Habe in großen Kisten im leeren Hause dastanden, mußte der Schreiner nochmals kommen und die Kisten vernageln. Dann durfte das Kind auch mit, und zu der Zeit kamen die ersten Amerika-Gedanken. Von den Auswanderern blieben die meisten spurlos verschwunden; nur selten kehrte einer zurück, der immer glänzende Berichte von Amerika machte.

Bis zum heutigen Tage hat Herr Trenssen sein reges Interesse für Amerika beibehalten, welches sogar zur Begeisterung gestiegen ist. Er hält das amerikanische Volk für außerordentlich tüchtig, mit unvergleichbarer Unternehmungskraft begabt und vielleicht aller Welt voraus in seinem Sanitäts- und hygienischen Wesen. Auch findet er daß im amerikanischen Schulwesen manches schon ausgeführt worden, was in anderen Ländern wohl seinen Ursprung hat, aber erst theoretisch anerkannt ist. Mit großer Begeisterung sprach er davon, daß er Amerika besuchen möchte. Ich versicherte ihm ein herzliches Willkommen von

Seiten amerikanischer Universitäten. Er schlug es aber sofort ab; er käme nicht um Reden zu halten — um Gottes willen nicht — nicht die Universitäten, sondern den Bauern aus der alten Heimat und der späteren Pfarre, den wollte er auftauchen.



Frau Frenssen ist nicht nur eine gute, deutsche Hausfrau, die ihrem Hauswesen in allem nachkommt und ihrem Manne, der nicht allzu stark ist, sehr sorgsam selber das Essen bereitet und ihrem Kinde sowohl Mutter als beste Kameradin ist, sondern ist auch ihrem Manne geistig eine Stütze und sein bester Kritiker.

Das Essen verlief sehr heiter. Man sprach von einer bevorstehenden Reise nach Italien; erzählte vom Künstler der die Lyrusausgabe vom „Jörn Uhl“ illustriert, die zu Frenssens fünfzigjährigem Geburtstag erschienen war.

Beim Abschied schenkte mir Herr Frenssen nicht nur seine Photographie, sondern auch einen „Jörn Uhl“ mit Widmung. Auch mußte ich das Versprechen abgeben, morgen wieder zum Essen zu kommen, und zwar recht früh, daß wir einen langen Abend hätten.

Am nächsten Tage klingelte ich nicht mit dem zaghaftesten Gefühl, „Werde ich wohl vorgelassen?“, sondern „Ich gehe zu Freunden.“ Nochmals erlebte ich selige Stunden. Herr Frenssen sprach viel von den politischen Verhältnissen Europas und mit der größten Sicherheit redete er von einem bevorstehenden Krieg mit Frankreich und Russland. Später erfuhr ich, daß das Buch, welches er damals schrieb, darum geschrieben wurde, denn er wollte sein Volk warnen und helfen. Der Krieg wurde leider eher erklärt als das Buch erschien.

Dann zeigte Frenssen mir einen Schrank voll von Übersetzungen seiner Werke in fast allen europäischen Sprachen, wovon einige in Amerika erschienen waren. Auch der Ehrendoktor von Heidelberg mit großem Siegel war mir als Amerikanerin von Interesse.

Im heiteren und im ernsten Gespräch vergingen die Stunden. Als der späte Abend zum Abschied nötigte, wurde es mir schwer „Lebewohl!“ zu sagen, besonders da ich ihrer dringenden Bitte, „Morgen wieder zu kommen.“ nicht nachkommen konnte. Also schieden wir dann mit dem Versprechen uns zu schreiben, und als Abschiedswort gaben sie mir: „Wenn Sie wieder nach Deutschland kommen, vergessen Sie ja die Freunde in Blankenese nicht und schreiben Sie doch aus Amerika.“

Eben war ich in Amerika angekommen, da erhielt ich schon den ersten Brief von Frenssens. Seitdem habe ich mehrere bekommen. Im letzten, nebst Einladung auf den Sommer 1916, wenn der Krieg zu Ende sein soll, erzählt er mir von seinem letzten Werk: *Das Leben Bismarcks in Versen*. Er hat es geschrieben mit der Hoffnung, es vor Ausbruch des Krieges erscheinen zu lassen. Nun wird es etwas umgearbeitet und dann erst nach dem Krieg erscheinen.

Inbei eine Liste von Frenssens Werken:

„Peter Moors Fahrt nach Südweiten“ und „Jörn Uhl“ sind für amerikanische Schulen bearbeitet. „Peter Moor“ ist besonders für Knaben interessant. „Klaus Hinrik Baas“ ist die Geschichte eines „self-made“ Mannes. In einigen Kreisen gilt es als sein bestes Werk. „Der Untergang der Anna Hollmann“, sein letztes Buch, ist eine Schiffstragödie, die den Geiz einer Hamburger Schiffsgesellschaft darstellen soll. (Dies habe ich nicht von Frenssen selbst, aber man erzählt es allgemein in Deutschland.) Obwohl lange nicht so viel gelesen wie seine Romane, schäze ich Frenssens vier Bände Predigten höher als alle anderen Predigten, die ich kenne. Die Einfachheit, die Bescheidenheit, das Gott- und Menschenvertrauen, kurz — den ganzen Frenssen lernen wir da kennen.

CHARLOTTE A. KNOCH,  
Stanford University.

### Reviews

We have been reading "Jorn Uhl" in the thirteenth year and found some interesting magazine articles relating to the personality of the author, Gustav Frenssen, and to the secret of his success. The Review of Reviews for December 1912 has a short article and there are two good articles in past numbers of the Outlook. The one which best serves to acquaint the student with the real Frenssen is in the Outlook for May 23, 1908, and is entitled "Pastor Frenssen—the German Dickens." The article is by Robert Haven Schauffer and has some unusually good illustrations. The picture of Frenssen's birthplace, which was the original of Jorn Uhl's home, is charming.

The school edition of "Jorn Uhl" published by D. C. Heath & Co. has an excellent introduction, but the story itself has been so cut to pieces that much of its real charm has been destroyed. The plea is made that the parts cut are such as would not interest American students; in the thirteenth year, however, they seem to find no difficulty in reading the unabridged story and are agreed that it is the most interesting book they ever read, so perhaps American students appreciate more than some of the publishers of school editions realize.

This paragraph from an Outlook article by Harriet Betty Boas sums up the reason, or at least one reason for "Jorn Uhl's" popularity.

"Realism too often means the unpleasant to many readers. Some even declare that no realistic writer's works can be read without a feeling of discomfort and disgust. But in Europe a change has at last taken place among the 'Moderne' if we may judge from the great popularity of the works of the German novelist Gustav Frenssen, a realist to whom nature means not only misery and crime, but also beauty and poetry. His 'Jorn Uhl' is absolutely unsensational and quiet in tone, it is a character study, the simple history of a farmer's family. And yet you cannot remain indifferent to what is related of the persons in this book.

That which remains forever the mystery of real art, effaces the strangeness from the personality of these people,

it unseals their lips and bids them say to the solitary reader, 'I am thy brother!' This is their secret; that they find a living echo deep within the soul of every human being."

### Commercial Spanish

By Edward L. C. Morse (Englewood Evening H. S. Chicago)  
(Educational Bi-Monthly April, 1915.)

A most suggestive article for teachers who are interested in planning a course in vocational Spanish. Mr. Morse attributes the failure of American commerce with Spanish America to a lack of understanding of the language and temperament of the people, and gives several most concrete examples of specific failures due to such lack. He feels also that not only are our commercial relations with Latin-America becoming more important, but our international relations with those countries are continually becoming more involved. A vocational course then to supplement the regular Spanish courses, the aim of which would be to acquaint pupils with the temperament of the South American people and the conditions which prevail in those countries, would be of untold value to boys who might later be concerned in our ever-increasing trade with South America. Mr. Morse suggests some books that would be of special value to a teacher planning such a course.

[NOTE—Plans are being made to have for future Bulletins articles from business men who know the need of this kind of Spanish.]

A most interesting book for the advanced classes is the "Geschichte der deutschen Literatur." by Dr. Marion P. Whitney of Vassar College. The book is published by Henry Holt & Co. and is decidedly in advance of any text so far available for the study of German literature in German. It gives a splendid summary of the development of the literature, discusses the great authors and their works fully, but also mentions the less important ones, and is decidedly down-to-date in the discussion of authors of the present day. The German is clear in style, and will prove easy to the student in the fourth year of high school work.

Hervey, Wm. Addison. How to Test a Practical Command of French and German. *Educational Review*, 48: 141-150, Sept., 1914.

Professor Hervey advocates a practical laboratory basis for elementary instruction in modern languages. A practical command of the foreign language is defined as consisting first, of a fluent reading knowledge that means something more than the ability to translate a printed passage into English or into the foreign idiom. Oral practice is training ability to read French and German intelligently with correct pronunciation and sentence accent, and to reproduce and to understand the spoken language.

In the matter of requirements school and college are interdependants. If the school will not meet the demand, the college can not make it. On the other hand the school will not offer what the college does not ask.

Professor Hervey urges the general adoption of an Elementary and Intermediate Oral Test for College Admisson.

The Elementary Oral Test may take the following form:

(1) A fifteen minute exercise in writing easy French or German from dictation.

(2) Written reproduction in English of the content of a short passage in easy French or German to be read by examiner.

(3) A fifteen minute individual test of the candidate's ability to read and pronounce easy French or German at sight and to discuss in the foreign language very simple questions.

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Every teacher of modern languages should possess and study "The Teaching of Modern Languages in the United States", by C. H. Handschin, Professor of German in Miami University. It is a bulletin of 154 pages, and was published by the Bureau of Education, 1913, No. 3.

In the very extensive bibliography of this bulletin no other magazine is mentioned so often for articles bearing on our work as the "Monatshefte für deutsche Sprache und Pädagogik," published by Max Griebsch, 558 Broadway, Milwaukee, Wisconsin, \$1.50 per year. In a future bulletin of this M. L. A. a number of articles of this magazine will be discussed.

**Efficient Teaching of a Modern Language****BY ANNA WOOD BALLARD**

In this interesting twelve page article, Miss Ballard gives many helpful suggestions, which we feel are not mere theory, but the result of thoughtful and successful teaching.

She insists that the beginning work should be simple enough to give the pupils kills very early in their study, for if they have skill, they will love the subject.

Oral work she considers very important, and carries it on in her classes largely by means of short stories.

The sentiment, "I see no harm in translating in the first year of the course and to some extent in the second," may seem heretical in one who has collaborated with Max Walter, that strong advocate of the Direct Method, but Miss Ballard explains that though the language work in Germany and France is done with thoroughness and skill, their method is only possible where the pupils have years to devote to the subject.

She pays a glowing tribute to the efficiency of phonetic training, citing many examples to prove its value.

It is seldom that one reads an article on modern language teaching, at the same time so stimulating and so practical.

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Mr. A. Kengott of McKinley High School, St. Louis, contributes to the School Review, June 14, an interesting article on Outside Reading in Modern Language Instruction.

He is accustomed to require third and fourth year pupils in German to read a minimum of four books per semester outside of school.

By carefully inquiring into the pupils' opinions of this system, he has convinced himself that they do not regard their outside reading as an additional burden, but often as a pleasure. Many of them state that outside reading has helped them greatly in acquiring the language.

The books chosen were taken from among those that most delighted Mr. Kengott and his friends in their childhood. Pupils

were required to give percentage marks to each book, indicating how well it pleased them.

From this data the author has selected 60 German and 16 French books whose titles at the close of his article.

In April 1914 the University of California issued a Four Years' Course in French and Spanish for secondary schools. The well-chosen list of books added to the French course for the benefit of teachers would form good summer reading for those not already familiar with them. Two of these books, by American scholars, are of special interest as the result of careful study and long familiarity with the country considered. These are Barrett Wendell's, *The France of To-day* (Scribner's) and Brownell's, *French Trails* (Scribner's).

In this book Mr. Brownell has written a study of French life which is admirable for its scope and critical value. According to the author there is one instinct of human nature which France has incarnated with unbroken continuity from the first—the social instinct. This gives the key to French character and explains French history. It was embodied in the twelfth century communal movement for equality, and in the building of the cathedrals; her spiritual instinct has always caused her to seek development in common.

The chapter on "Democracy" is a very able critical study of democratic institutions. Here Mr. Brownell shows that French democracy does not practically date from the French revolution. The national instinct is democratic. He affirms that the internal development since the republic has been greater than most persons are apt to suppose.

In this connection it would be interesting to read an article entitled "The France of Today" by A. W. Greely in the Geographical Magazine for September 1914.

While recognizing some weaknesses of French character and education, and many apparent failures in social experiments, Mr. Brownell has great admiration for the spirit of the race and acknowledges the indebtedness of mankind to a people whose ideals are always the ideals of the future.

### The Dürerbund of Germany.

There has been in existence in Germany for more than ten years an organization called the Dürerbund. Its membership is made up of people who are willing and anxious to work in the cause of a higher civilization. Its literary organ is the "Kunstwart," a magazine published twice a month under the editorship of Ferdinand Avenarius. The purpose of this magazine is to advocate simplicity, sanity, and naturalness in all spheres of life and culture, in literature, art, politics and other expressions of national as well as individual life. Since the beginning of the war, its subscription price has been reduced one-half, so as to extend its mission; its present price is about \$1.60 for six months.

The "Literarischer Ratgeber" was first published in 1901, and has been republished and enlarged in scope every few years, so that its last edition appears in a good-sized volume of 400 closely printed pages. It comprises works on all branches of German literature, art, science, history, philosophy, education, etc. Its price is five marks, and it may be obtained through any importing book firm, or directly from George W. Callwey, München. The "Kunstwart" is also published here.

In the last edition of "Literarischer Ratgeber" the names of the contributors or judges are published, sixty-four names in all, among which may be found many of the foremost men and women of Germany. Each chapter of the book is opened by a discussion of the most noted works on the subject of the chapter and is followed by a list of books that can be recommended unreservedly, their titles, publishers and price. The original purpose was to discourage the reading of trashy literature and to point the way to a higher standard in all spheres of life and culture.

When Dr. Max Walter visited America a few years ago, he laid special stress on the study of modern languages as an important factor in the movement for universal peace. In a conflict like the present the danger of blind partisanship is great, and it is all the more our duty to try to see and appreciate "the other side". The spirit of forbearance and the feeling of universal brotherhood alone can bring about a just solution and a lasting peace.

VALENTIN BUEHNER.

**BOOKS**

Hauptman is undeniably the greatest present day dramatist. Of his later works "Der Bogen des Odysseus" has the greatest popularity both with the reading and play-going public. "Atlantis" has attained considerable fame both in this country and in Germany. Among other present day writers Otto Ernst (Schmidt) is well known and his works are often seen on the German stage. "Flacks-mann der Erzieher" develops his theory of modern methods in teaching. A pretty little Christmas play is Anzengruber's (Vienna School) "Heimg'fundن." There are beautiful scenes of home life as well as Christmas street markets put on the stage. "Professor Bernhardi" by Schnitzler (also Vienna School) is very popular on the Berlin stage. Another modern play, "1812" by Otto von der Pfördten, is full of high ideals, patriotism and nobility of character. The retreat of Napoleon's army and Germany's struggle for freedom furnish the theme.

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The novel which attracted most attention in Germany last year was Rudolph Herzog's "Das Grosse Heimweh." A German professor comes to America and as a lecturer goes to all the large cities as well as country districts where many Germans are to be found. He spends much time in Wisconsin, also in Chicago and Philadelphia. He comes west, even visits Los Angeles and Pasadena, describing them well. One forgets that it is a novel; one reads reports of lectures which were actually given to the German-Americans everywhere throughout the length and breadth of America.

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"Das Balladenbuch," collected by Ferd. Avenarius (Geo. Gallwey, Munich), contains a good selection of ballads, including some modern authors. Bound neatly in linen, costs four marks, is suitable as a gift book.

Benzmann's "Balladenbuch," a comprehensive library edition; well bound and on good paper; costs seven marks. This book is recommended by university professors in Germany as the best collection of ballads ever made.

Theodor Storm—"Ein Bild seines Lebens" by Gertrude Storm (his daughter), published in 1912—a good picture of Storm's life.

Theodor Storm—"Sein Leben und Seine Dichtung" by Dr. Paul Schutze—very interesting to advanced students who have read some of Storm's Novellen. (Storm himself read most of the advance sheets of this book and approved of it.)

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The life of Carl Schurze—Autobiography in three volumes (Macmillan) is fascinating to the student of American history as well as to anyone interested in Germans in America.

[Note: Any of the German publications mentioned above can be procured by writing to F. A. Brockhaus, Leipzig.]

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The following books are receiving favorable comment in our magazines. We have not been able to review them; for further discussion of them, however, we refer our readers to The Book Review Digest for January 1914-February 1915, from which we have taken excerpts.

#### FRENCH

Adams, Charles—*Mont St. Michel and Chartres*. il. \$6; Houghton.

"Everyone who has seen Chartres or Mont-Saint-Michel or the glory of rose window or of Gothic art in any form, will feel upon reading this work that he has come home to all he would have said and all he felt concerning this splendid type of religious architecture. The author's knowledge of feudalism, guilds, crusades; of communes, of nationalities, sculptors, divines, musicians and builders, the minutiae of great and widely differentiated art weaves brilliant threads throughout the volume." (R. of Rs.)

France, Anatole—*Girls and Boys; scenes from the country and the town*. il. Duffield.

"The publishers seem to have heeded our long-raised cry to import whatever Boutet de Monvel has done for children; he is a prince among illustrators." (Lit. D. 47:1121.)

"The illustrations are distinctly French, little French children in looks and dress, and the coloring is the coloring of the French

artist. Little peasant children are shown with wooden sabots on their feet, the boys wearing long smocks and carrying quaintly shaped baskets on their shoulders. (*N. Y. Times.*)

Guerard, Albert Leon—*French civilization in the nineteenth century.* \$3; Century.

Hudson, Wm. Henry—*Man Napoleon.* il. \$1.50; Crowell.

Poincare, Raymond—*How France is governed.*

\$2.25; McBride, Nast & Co.

Rose, Elise Whitlock—*Cathedrals and cloisters of northern France.*

2 v. il. \$5; Putnam.

#### SPANISH

Elder, David Paul—*Old Spanish missions of California.* il. \$3.50; Elder.

Elliott, Frances Minto—*Old court life in Spain.* il. \$5; Putnam.

Flitch, John Ernest—*Idler in Spain; the record of a Goya pilgrimage.* il. \$2; McBride, Nast & Co.

Fyfe, Hamilton—*Real Mexico; a study on the spot.* il. \$1.25; McBride, Nast & Co.

Gallichan, Catherine—*Cathedrals of Southern Spain.* il. \$2; Pott.

Fraser, John Foster—*Amazing Argentine.* il. \$1.50; Funk.

Harrison, Earle—*Panama Canal.* il. \$1; Moffat

O'Connor, Vincent—*Travels in the Pyrenees, including Andorra and the coast from Barcelona to Carassonne.* il. \$3; Dodd.

Reyes, Rafael—*Two Americas; tr. from the Spanish with added notes by Leopold Graham.* il. \$2.50; Stokes.

Sanchez, Nellie van de Grift—*Spanish and Indian place names in California.* il. \$2; Robertson.

“Their meaning, origin and history.”

Street, George Edmund—*Gothic architecture in Spain; ed. by Georgian Goddard King.* 2v.; il. \$2; Dutton.

## MAGAZINES

The Education Committee would like to know what magazines are being taken by the various schools and what material is therefore available for the teachers; especially what magazines are being received from abroad and whether any are coming regularly. Attention is called to the magazines at Los Angeles City Library and the Library of the University of Southern California. Would it be possible for you to add one or more to your own school list?

Additions and corrections will be made to the following lists in future Bulletins in order to keep them up to date, and it is suggested that this Bulletin be kept on file for reference.

## UNIVERSITY OF SOUTHERN CALIFORNIA LIBRARY

American Historical Review.	School Science and Mathematics
Anglia.	School Review
Classical Jol.	Sierra Educational News
Classical Weekly.	L'Illustration
Education	Blanco y Negro
Educational Bi-Monthly	Die Woche
Educational Review	<i>File, but not current</i>
English Jol.	American College, 1909-10
Modern Language Notes	Amer. Jol. Education
Modern Language Reivew	Amer. Jol. Philology
Modern Philology	Celtic Monthly, 1899-1911
Monatsschrift für Höhre Schulen	Classical Rev., 1895-1907
Pedagogical Seminary	<i>Associations and Publications</i>
Psychological Bulletin	Amer. Historical Assn. Reports
Psychological Clinic	N. E. A. Proceedings
Psychological Review	U. S. Bureau Education
Revue International l'Enseignement	Reports
	Bulletins

## Magazines to be had at Los Angeles Public Library.

L' Art Décoratif
Amer. Journal of Philology.
Athanaeum.
Blanco y Negro.

Deutsche Kunst und Dekoration  
Deutsche Rundschau  
Education  
Educational Review  
Fliegende Blaetter  
Gartenlaube  
L'Illustration  
Illustrierte Zeitung  
La Ilustracion  
Je Sais Tout  
Journal of Education  
Journal of English and German Philology  
Kunstwart, Der  
Pedagogical Seminary  
Revue des Deux Mondes  
School Review  
Teachers' Magazine  
Ueber Land und Meer  
Volta Review  
Woche, Die



#### ANNOUNCEMENTS

1. This Bulletin goes to all the 280 teachers of Modern Languages in Southern California; but in future the Association will be unable to send notices, reports, etc., to non-members.
2. Moreover, to reduce mailing expenses, one teacher in each school will be chosen to receive and distribute the notices for all the members of the Association in the given school.
3. At the present date quite a number of members have forgotten to mail their dues (or remainder of dues) for 1915. May we not be favored with the money by July 1st, at least, so that we may know what plans will be possible for the Fall meeting?
4. Look this Bulletin over carefully! If you have done nothing to help make it possible and see something you *ould* have done,—be sure to make a contribution to the next one!
5. There are still on hand several copies of the interesting pamphlet,

"*Education in Foreign Countries; 1912-1915*," to be mailed on request.

6. If at any time you fail to make reply promptly to communications from the Association, please do reply later when the matter comes to your attention again, as it helps to know who are actively interested.

CARLETON AMES WHEELER,



#### NOTES

Teachers who expect to visit the Exposition at San Francisco should watch for the Bulletin from the N. E. A. which will call attention to the exhibits of general educational interest. Of special value to Spanish teachers interested in Spanish America are the educational exhibits from Argentine and Uruguay. (The former on Av. C bet. 2nd and 3d Sts.; the latter Av. B bet. 5th and 6th Sts.) Teachers of French will no doubt be interested in the objects of historical interest in the Palace of the Legion of Honor. Of indirect interest to Modern Language Teachers should be the exhibit of Manuel D. Christinides N. Y. on the method of teaching English to Immigrants (5th St. and North Wall of Palace of Education).

The University of California is offering in the Summer School the unusual opportunity of a course in Spanish on some Spanish Masterpieces by Dr. Bonilla of the University of Madrid. Teachers of Spanish who feel that the commercial side of Spanish is over emphasized in California should take particular interest in this course.

It is expected that Prof. Rafael Altamira, of the University of Oviedo will deliver lectures on Modern Spanish History. Representatives from Chili and other South and Central American countries will also lecture.

Teachers of French and German will also find courses of interest at the Berkley Summer School. Special attention might be called to "La Litterature Francaise du 19me siecle".

by Prof. Chinard, and "German Drama of the Present Day"  
by Prof. Schilling.

The University of Southern California is also offering some excellent courses this summer. Attention is called to the following:

Coaching Course for teachers who are preparing to teach Spanish, with special emphasis on Intermediate work.—Miss Lopez.

A series of lectures on the Spanish Drama—Dr. Bransby.  
A study of Hebbel's life and works—Prof. Botthwick.

Phonetics and French Pronunciation,—Prof. Riddle.

Intermediate French. The Romantic School—Prof. Riddle.

In the Hollywood High School some experiments are under way to enliven and to deepen the work in Modern Languages. Just how successful these special attempts will be remains to be seen.

1. It is felt that students should be brought into closer touch with the School Library. Pupils in Second Year (or more advanced) Modern Language work ought to be getting "foreign" color from books of description, from "foreign editions," from the pictures of foreign scenes. The Public Library is glad to provide much material of this kind to the schools, for a month or two at a time. To make it effective, small glass book-cases are being made for the school-room where the material can be before the eyes of the pupil. Books, etc., from the case can be taken home by the pupil upon presenting his "Modern Language Library Card."
2. Work has been begun on a "picture vocabulary" (large pictures pasted on heavy paper, mounted on double rollers) to match the vocabularies of the beginning books in the different languages. It is hoped that "Vocabulary drill" can be made thereby an integral and natural part of "direct method" work.
3. Having lost some \$40.00 worth of "educational games" on the frontier of France last July, the pupils in the German

classes are attempting to invent some language games of their own. Their first one is already on the "market" and is mentioned elsewhere in this Bulletin.

4. The work of the Modern Language Department is kept before the attention of its own students and of the school at large by the use of a glass-enclosed bulletin board in the main hall (separate spaces for the three languages). Notices, pictures, invitations, club-lists, assignments, etc., keep the spaces filled.

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"Durch Fragen wird man klug." But who is the proper dignitary to satisfy our inquiries? The introduction of that excellent book, "Lern-und Lesebuch" by Mosher & Jenney suggested many questions. The connected narrative is set in Altkirch, Upper Alsace, a town merely mentioned by Baedeker and scantly described by Brockhaus. The story fascinates the pupils to the very conclusion, the departure of the children from the Fatherland. I was determined to secure more complete and interesting information and wrote to the postoffice, enclosing a small sum for cards. I asked for definite views, which were suggested by lessons in the book. My letter was given to the "Bürgermeister," who sent us small books and pamphlets, dealing with the history, school system and places of interest in and around Altkirch. The cards are very satisfactory. This shows the willingness of authorities to cooperate and supply information about foreign localities. What was done in this instance is merely suggestive of how one can secure information from the best sources.

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FRENCH MAGAZINES: For information as to educational and literary activities in France, M. Anatole le Braz has recommended *La Revue Bleue* or *La Revue Hebdomadaire*; for the events of the day, *L'Illustration*.

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One teacher has found that some of the cheap, printed pictures, sold for 5c in the streets or picture shops, 16x20, printed by McLaughlin Bros. (N. Y.), and James Lee (Chicago), representing

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grocery, rooms full of furniture, sceneries, etc., have been just as helpful in conversation lessons as expensive charts from Germany, not containing as many objects as those cheap prints.

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Mrs. Marguerite Bonne-Sikes of Long Beach High School would like to buy second-hand, a post-card slide machine and hektograph copying device.

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On page 275 in the April number, 1915, of the School Review we find mentioned in the book reviews a new book by Carl A. Krause: "Uber die Reformmethode in Amerika," from lectures which deal with phonetics, grammatical instruction, teachers' programs, examinations and the contribution of America to methods of teaching modern language.

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To those interested in the use of the phonograph are recommended the following books by Wilhelm Violet: "The Phonograph as an Aid to the Teaching and Study of Modern Language" (Stuttgart, 1892, 88 pp.) A treatise on the texts available on records for use in the phonograph (Stuttgart, 1914, 160 pp.)

If any teacher would like material for the study of Visual Education in school work send to Mr. H. T. Clifton, Pasadena High School, for the publication of the Visual Education Association.

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